



**A STUDY OF SELF-ACCEPTANCE IN RELATION
TO PARENTAL ACCEPTANCE AND
PEER ACCEPTANCE**

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SYED MOHD. NOMAN

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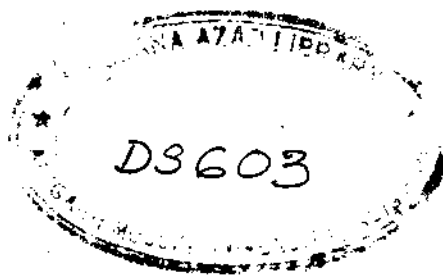
UNDER THE SUPERVISION OF

Mrs. Gazala A. Ansari

Prof. & Chairman

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Chapter I

INTRODUCTION

Ever since the days of Descartes, a tradition has been established of concern with and enquiry about the way people view themselves. The literature of philosophy, psychology and education is full of this concern. The term 'self' has been used in one way or the other by theorists representing all strategies for the study of human behaviour and personality. However, an interest in the concept of self is emphasised more by the phenomenological strategy than by any other, perhaps because as May (1977) has pointed out within the phenomenological view the self is the experiencing agent at the center of the personality.

The concept of self has been defined variously by various psychologists and educationists. According to Liebert and Spiegler, self or self-concept as Rogers uses the terms synonymously, refers to "the organised, consistent, conceptual gestalt composed of the perceptions of the characteristics of the "I" or "me" and the perceptions of the relationships of the 'I' or 'me' to others and to various

aspects of life together with the values attached to these perceptions."¹ Shavelson and his colleagues have divided the students' general self-concept into two parts -- an academic and a non-academic self-concept. On the academic side self-concept is based on how well the student performs in various academic areas. On the non-academic side, self-concept is based on the relationships with parents and peers on emotional states and on physical qualities.

It has been found that the concept of self does not grow in an all and none fashion but it is the process of gradual development. It partly develops from the child's experiences with his own body and what he finds he is able to do, and partly it is the result of what others think of him. In the early infancy, around birth, the child is not able to make any distinction between what is 'me' and what is not 'me' -- as he most of the time depends upon his parents. The infant perceives all experiences whether these are produced by his bodily sensations or by external agents as. However, he gradually crawls out from this world of unawareness to the world of awareness. As a result of the inherent tendency for actualizing one's self and the continuous development of differentiation power, the child soon begins to distinguish between that which is directly part of him or

1 Liebert, R.M. and Spiegler, M.D., Personality Strategies and Issues. Illinois: The Dorsey Press. Homewood, 1978, p. 329.

her and that which is external. And it is this differentiation which leads to the development of self. The first experience of self, according to Gordon,¹ starts when the child puts his thumb into his mouth, he experiences sensation both in his thumb and mouth, and learns that the thumb is the part of him. When the numerous other objects the infant places in his mouth do not yield the double sensation, he separates self from others. This process, labelled as 'self-sentience' by Sullivan² provides the infant with his first anchorage point, his first awareness of self.

Thus the infant, by the passage of time, recognises his identity and tries to distinguish himself from others. He comes to know who he is, what his body is and what someone else's body is and where the different parts of his body are located and whether he is a boy or a girl. This physical recognition, according to Barker,³ usually develops around eighteen months of age. As children grow, they acquire more accurate perceptions of their bodies. Such bodily concepts, known as body-image, are vital for normal mental and emotional development. It has been found that

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- 1 Gordon, I.G. The Beginning of the Self: The Problem of Nurturing Environment, in Cottle, T.J. and Whitten, P. Readings in Personality and Adjustment. New York: Confield Press. 1978, p. 20.
 - 2 Sullivan, H.S. The Interpersonal Theory of Psychiatry. New York: Norton. 1953.
 - 3 Barker, L.L. Communication. New York: Printers Hull Inc., Englewood Cliff. 1968. p. 111.

body-image, defined as "a person's perception", remains fairly constant in a normal individual. Body image is sometimes subject to change depending upon an individual's emotional state. If one feels hurt or depressed, he may actually feel smaller, and more vulnerable. The reverse is true too. For the most part, however, a person with fairly healthy personality will have a fairly healthy body-image.

Though in his early years, a child's awareness of 'self' remains confined and limited to the physical separateness, he bit by bit, equips himself with the fact that he belongs to a particular socio-economic background, a particular religion and a particular order of prefereness known as values. To sum up, the concept of self which gradually starts developing during infancy, keeps on modifying and developing with the individual's experiences. It is in fact largely determined by his inter-personal relationships.

Thus, an important fact regarding self-concept is that it is not inborn; rather it is a learned phenomenon. It develops through interactions with people and environment. As pointed out by Gerger, "Social-interaction does much to furnish the basic repertoire of concepts used by a person to understand himself and to guide his conduct."¹ These interactions continue to affect self-concept throughout a

1 Gerger, K.J. The Concept of Self. New York: Holt Printers Winston Inc. 1955. p. 223.

person's life and positive interaction may improve self-concept, whereas negative or hostile surroundings may cause harm. It is on account of these favourable or unfavourable attitudes and situations that the individual accepts, or rejects himself. Hence self-acceptance or self-rejection is based upon the acceptance and rejection by others.

Discussion of psychologists and sociologists indicate that the concept of self is an important phenomenon for the full flowering of an individual into a healthy and sound personality. It actually serves as the frame of reference for the individual to relate himself with others and others to him. The success as well as the failure of one is largely dependent upon one's perception of himself and what others think of himself. If the child perceives himself to be an accepted fellow, valued and recognised by others, he may develop healthy self-concept which results into a happier and satisfied life. While, on the contrary, if a person feels that he is a rejected person (not accepted by others) his self-concept may be negative and he may feel highly dissatisfied with himself and also others. Hellen Bee points out that a child may think himself as clumsy because he has been called clumsy or his occasional lack of coordination been inordinately emphasized.¹ More or less the same view has been expressed by Gerger according to whom if one

1 Bee, Helen. The Developing Child. New York: Harper International (3rd ed.), 1978. p. 208.

believes to be a great sinner, he may spend a life-time in repentance; if he feels himself to be an agent free of social constraints, like Dostoevsky's Raskolnikov; he may become a murderer, if he feels himself to be a victim of the establishment, he may take to barricades."¹

From the above discussion it becomes quite obvious that self-concept is the nucleus around which the whole personality structure revolves in its process of maintaining consistency and stability within the individual personality, that poor self-concept leads to poor personal and social adjustment, while a positive self-concept leads to good personal and social adjustment. This understanding has been supported also by Garrison and others who are of the view that persons with good self-concepts are less anxious and better adjusted. They are most effective in groups and more honest with themselves and less defensive.²

Closely associated with the concept of self is the concept of self-acceptance, which has been defined by Jersild as "attitudes of trust, confidence and healthy regard that enables a learner to be free to draw upon his potentialities; to realize his possibilities, while yet remaining free to profit from correction and criticism."³ Self-rejection,

1 Gerger, K.J. The Concept of Self, op. cit., p. 32.

2 Garrison, K.C. and others, Educational Psychology, New York: App. Cent. Co., 1955.

3 Jersild, A.T. Emotional Development in Skinner, C.E. (Ed), Educational Psychology, New Delhi, Prentice Hall of India, 1977, p. 241.

on the other hand, means attitude toward self that hinders a person from realizing and enjoying his endowments, attitudes involving irrational tendencies to feel grievance, guilt, inferiority or other aspects of self-reproach. This prevents him from using his resources and facing his limitations. Brownfair¹ holds the view that self-accepting person is one who values and accepts himself and thus feels secure about himself. He is the one who tries to strike a balance between the perceived self and ideal self. Despite the fact that there is no universally accepted definitions of self-acceptance, it can safely be argued that self-acceptance is the extent to which self-concept is congruent with individual's description of his ideal self. If there is not much discrepancy between the perceived-self and ideal-self, the person showing this tendency may be called a self-accepting person. Though the self-accepting person sets his goals and ideals about himself above his perceived self, he never believes in building up castles in the air. He does not aspire for the impossible, and tries to be as much 'real' as possible. Such a person, according to Jersild,² is a mentally healthy person. On the contrary, in the case of a person who is not self-accepting and the discrepancy between his ideal-self and the perceived-self is very wide,

1 Brownfair, J.J., Stability of the Self-concept as a dimension of Personality. J.Abnorm. Soc. Psycho.

2 Jersild, A.T., op.cit., p. 243.

it may be said that his mental health is not of a very high level.

Although phenomenological concern with self-acceptance starts with Remy (1948), Snigg and Counts (1949), Horney (1950), Sullivan (1953) and certain practicing clinicians and researchers like Cowen, Heilizer and Axelord (1955), it is particularly identified with Roger's Personality Theory. To Rogers self-concept is a phenomenological concept, which means a self as it is perceived and experienced by the person. To phenomenologists all reality lies in the perception of human being. Thus, the concept of self is the concept given to man through his perception of himself. Self-concept deals with what one is and ideal self deals with what one would like to be. According to Rogers, ideal-self is the self which the individual would most like to possess and upon which he places highest value.¹ In a healthy person self-concept is more congruent with the ideal-self. A conflict between ideal-self and perceived-self is a constant source of conflict for the individual. This happens when there is much discrepancy between the ideal-self and perceived-self.

In line with the understanding that self-acceptance, like self-concept, is learned, it would be expected that one would develop acceptance of those traits which had been

1 Rogers, G.R., Client-centered Therapy, Boston: Houghton Mifflin, 1951.

valued and rewarded by his parents and other important persons during childhood, but would reject, and have marked anxiety about, the traits that had been punished or had failed to receive reward. Thus the self-acceptance as well as self-rejection is largely influenced by the parents of the child and other significant members of the surrounding. Ausubel (1954) conducted a study on the effect of the parental attitudes on children's self-concept and concluded that children's self-concept develops according to the patterns of the parent's rewards and punishments. The behaviour of the child is largely determined by the quality of the relationships he has with his parents and with his age-mates. These two, parents and peers, exercise their inevitable influence upon the development of the personality of the child. The congruence and discrepancy between ideal-self and perceived-self depends upon how the parents of the child treat him. If the parents give love and affection the child feels secure and takes himself as an accepted fellow. This sort of interaction with his parents makes the child conscious of his worth in the family as well as outside the family. The phenomenological strategy more than any other, assumes that the person is rational and that an individual's actions will be a "sensible" response to the world as the individual perceived it.¹

1 Liebert, R.M. and Spiegler, M.D., op. cit., p. 218.

One of the most pressing psychological needs of the child is thus to be recognised, acknowledged and accepted, which, if received, results in a happy and satisfied life. This leads to good personal and social adjustments and such child would be emotionally secure person. Parental acceptance, thus, leading to the normal emotional development of the child, paves the path for all sorts of progress in life. On the contrary children who are deprived of love, affection and acceptance of parents, generally show the signs of insecurity and maladjustment. They feel themselves of no worth and value and develop the feeling of self rejection. Parental rejection in view of Hurlock, jeopardises the normal emotional security feeling and undermines the child's self-esteem and induces the feeling of helplessness and frustration.¹

Parental acceptance, on the other hand, includes love, affection, recognition that a child receives from his parents in spite of all his naughtiness and misbehaviour that he may show.

Since the child's early environment is primarily limited to home, family relationships, his parents play a dominant role in determining what sort of individual he will grow up to be. His parents and other members of his family, who come in more or less constant contact with him during his early formative years of life, set the pattern of attitudes toward

11 Hurlock, E.B., Child Development. New York: McGraw-Hill Book Co., 1964, p. 661.

people, things, and above all, towards himself. Although this pattern will unquestionably be changed and modified as the child grows older and as his environment broadens, the core of pattern is likely to remain same with little or no modification. Emphasising the importance of family relationships Hurlock writes, "the baby deprived of normal opportunities to express love, becomes quite listless and unresponsive to the smiles of others. He shows extreme forms of temper for seeking attention, and he gives the general appearance of unhappiness."¹ Thus the successful adjustment of post-natal life is greatly influenced by his parents. When parental attitudes are unfavourable regardless of the cause, they are reflected in treatment of the infant that militates against the success of his adjustment to life.

When the wanted, and accepted children are compared with those who are unwanted and rejected by their parents, it is seen that the accepted ones show the characteristics of good social adjustment. They are more friendly, cooperative and accomplish their work with greater efficiency and lead a life of satisfaction and gratification. While those who are rejected by their parents are restless, frustrated and mal-adjusted. If parental-attitude is positive, it helps in the normal emotional development of the child, and if it is negative, emotional development will be thwarted which may

1 Hurlock, E.B., Developmental Psychology. Bombay: Tata-McGraw-Hill Publishing Company, 1968. pp. 164.

lead to deviant behaviour. According to Maslow and Mittelmann the main trend observed in the rejected child may be toward aggressiveness, lack of affection and withdrawal. Aggressive manifestation may be hostile, jealous, attention-getting, annoying and hyper-active behaviour at home and in school.¹ Accepted and rejected children, thus, show and develop extremely different types of behaviour. Symonds² has observed that accepted children show extremely desirable social characteristics, and rejected children show attention getting, restless, anti-social and delinquent trends, and it is fair to suspect that children showing either of these two extreme types of behaviour have been respectively, accepted or rejected by either one or both parents. Accepted children, he further argues, in general are characterised as being very normal in their friendships and attachments. They are fond of both father and mother and identify themselves strongly with them. They have many friendships with children of their own age. Rejected children, on the other hand, tend to be less friendly and, if at all, develop narrow and limited friendships.

This interaction with peers starts right from infancy, and continues throughout life or at least as long as one is

1 Maslow, A.H. and Mittelmann, B., Principles of Abnormal Psychology. New York: Harper and Row Publishers, 1951, p. 142.

2 Symonds, P.M. The Psychology of Parent-Child Relationships, New York: Applenton Century Co., 1939.

young and highly sensitive to the peer group. As the child advances in age, he spends increasingly more and more time outside the home and less time with his parents. He now tries to emancipate himself from parental control and wishes to be in close touch with his age-mates. Much of his time he earlier used to spend with his parents is now spent with the members of his peer-groups. It is not necessary that a child may always remain in one peer-group for his requirements. He may have more than one peer-group. For example, he may have one peer-group for his study purpose, another for games and so on. The natural outcome of his association with peer-groups of variegated nature is that he is able to sort out the varied problems he is confronted with in daily life. The peer-group helps the child in becoming a more independent of the adults and, thus, advance on the path of maturity. He may go ahead in becoming socially and emotionally maturer through interaction in the society of peers.

One important contribution of peer-group is that the child for the first time gets the treatment of equality from his age-mates. However, democratic, in character, the family may be, children are considered as inferior. The child gets satisfaction in his peer-groups as he is considered an important part and parcel of the group and his views and achievements are praised, quoted and appreciated. He also learns to live with children of various socio-economic strata

and by living with them he evolves a common code of conduct, and an amicable mode of behaviour. The peer-group also helps children in solving many problems which they cannot discuss in their family. For example, in most of the families the details about sex are taken to be a taboo. It is only in their respective peer groups that the children are able to get answers to many troubling questions. Further children learn more about the dresses, fashions, and code of conduct, music and other such aspects of extra-curricular activities which might have remained alien and dormant to them, had they stayed with their respective families only.

Thus the peer-group relationships play an important role in the sociolization of the child. According to Monroe, "age-mates become increasingly important in the life of a boy or girl as he or she progresses through school".¹ Taking into account the importance of peer-group, Hurlock goes to the extent of saying that the peer-group has a greater influence on the young adolescent's attitude interests, values and behaviour than the family.²

This, of course, does not, however, mean, that the family's influence is suspended by that of the peer-group.

1 Monroe, Walter S. (Ed.), Encyclopaedia of Educational Research. New York: Macmillan Co., 1950, p. 201.

2 Hurlock, E.B., Developmental Psychology, op. cit., p. 408.

Which of the two has a greater influence will depend upon how adolescents regard them as competent guides. When his problems are related to life in general, the young adolescent regards his parents as competent, when they are related to present and specific situations, his peers are regarded as able to advise and guide him.¹ The influence of peer-group, however, is intensified by the child's desire to be an accepted member of a society of equals. To achieve this desire he tries to conform in every way to the patterns approved by the group and to win its approval. When a member of the peer-group is disapproved of, he may be rejected as an associate, resulting in great dissatisfaction and even unhappiness on the part of the individual concerned. Thus the happiness of the child, to a great extent, depends upon the extent of his being accepted or rejected by his peer. The healthy and sound development of personality is therefore, based upon the degree of the feeling of being accepted, not only by the parents but also by the peer group. The child cannot develop a sound and well coordinated personality if he lacks acceptance from his peers. This acceptance is manifested by the love, liking, appreciation and recognition of the individual's behaviour and activities by the peer-group. This recognition and acceptance are, however, not to be confused with mere popularity and prominence in specific

1 Ibid.

situations. For example a boy may be popular and prominent for his talents in games and sports, but it is not necessary that he may be accepted by his peers as a good friend and associate. In reverse case though a child may not be famous and prominent for any distinguished quality, and yet he may be loved, liked and appreciated by his peers and accepted as a friend and associate.

Peer-acceptance, which is one of the most pressing psychological needs is the liking by one's age groups and inclusion in its activities, as evidenced by the fact that the members of the group would choose to associate with the individual in a variety of activities and like to be with him.¹ Researches carried out in the field of peer-acceptance and its influence upon the concept of self show that the deprivation of affection, recognition and acceptance from peers results in a personality that is hostile, resentful and full of anxiety. Though parents play an inevitable and everlasting influence upon the total behaviour of the child, the role of peers in the development of the personality is not less significant. If the parents play an important role in the early life of the child, peers play an equally significant role in the adolescent period of child's life. Personal security, emotional development, and the total development of

1 Carter, G.(Ed.), Dictionary of Education. New York: McGraw-Hill Book Co., Inc., 1945.

personality to a large extent depend on the latter. As argued by Monroe, "Perhaps of equal or greater importance than the family in providing personal security to the adolescent, is the peer-group. Whether the age-mates are one or few close friends, a gang or social clique, they are vital in shaping the young person's values."¹ This does not mean to belittle the family influence, but the significance of peer group is also not to be denied, particularly during the adolescent period. In order to quench his thirst for independence and equality, the adolescent has to depend upon peers. As the child grows, his desire of being socially mobile and socially acceptable increases. In order to satisfy this desire he tries to free himself from the narrow world of his family and wants to exchange his ideas and share his feelings with his age-mates. If he fails in doing so, his all-round development of personality is hampered. As Jennings has observed an exchange on a personal basis appears to be a fundamental need of the child, if this need is not fulfilled, the individual is hampered in developing other kind of association such as collaboration in work and study.²

It may, thus, be concluded that peer-acceptance, as well as parental acceptance, is highly important and significant. Many formulations on the development and maintenance of the

1 Monroe, Walter S., op.cit., p. 20.

2 Jennings, H.H., Sociometry in Group Relations. Washington D.C., American Council on Education, 1959, p. 96.

self, including self-acceptance emphasize the importance of acceptance by peers. For example, Gecas, Calonico and Thomas (1938) discussed two important and prominent theoretical orientations to the development of self. These are model theory and mirror theory, both of which emphasise the interplay between the significant others in the immediate environment and the individual. "Model theory suggests that a child develops a sense of self-regard through the process of imitating various others in the immediate environment, mirror theory proposes that the self-concept is the product of the reflected appraisals of other significant to the child."¹ The significant others, it may be argued, are not only the parents but the peers as well.

In the light of the above discussion, it was proposed to make a study of the self-acceptance of a group of adolescents in relation to parental acceptance and peer acceptance. It was hypothesised that adolescents who are accepted highly by their parents would possess a high degree of self acceptance. Further, it was also hypothesised that adolescents highly accepted by their peers will also have a high degree of self-acceptance.

1 Rogers, C.M., Social Comparisons in the Classroom. The Relationship between Academic Achievement and Self-Concept. Journal of Educational Psychology, V. 70, No. 1., 1978, pp. 17-19.

Chapter 2

METHOD AND PROCEDURE

As discussed earlier, the present study aims at investigating the extent and magnitude of the relationship between self-acceptance and parental-acceptance and between self-acceptance and peer-acceptance. In order to conduct the study, three measures, namely a measure of self-acceptance, a measure of parental acceptance and a measure of peer-acceptance were, therefore, required.

Human behaviour, however, is such a complex phenomenon, that its measurement is not an easy task. It is because of the complexity of human behaviour that when one tries to measure the personality characteristics, one is confronted with the problem of ensuring that the method and procedure for this purpose are suited to the needs of the study and are reliable and valid. If an inventory or measuring tool fulfils the above mentioned characteristics, only then it may be taken as a standard yard stick. It was, therefore, seen that the tools, used in the present study fulfilled the above mentioned criteria to a considerable extent.

The following tools were chosen for the purpose of the study:

- (a) Self-Acceptance Scale by G.A. Ansari.
- (b) Parental-acceptance scale by G.A. Ansari.
- (c) Peer-acceptance scale by G.A. Ansari.

. Measure of Self-Acceptance

The Self-acceptance Scale is comprised of two sub-tests. One of these requires the subjects to rank a set of adjectives in relation to self -- the way one sees oneself to be -- and the other asks them to rank the same set of adjectives in relation to the ideal self -- the way one would like to be. Looking at the way the test was developed, it may be mentioned that the earlier investigators used a list of fourteen adjectives,¹ while the later ones used a list of 20 adjectives instead of 14.²

The earlier investigators calculated the congruence -- or discrepancy -- between the two rankings which was taken to be the measure of self-acceptance. The higher the congruence -- or the lower the discrepancy -- the more self accepting an individual was considered to be.

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- 1(a) Bano, Qaisar, 1965. A Study of Personality in Relation to Self-concept with a Group of Adolescent Girls, Unpublished M.Ed. thesis, Aligarh Muslim University, Aligarh.
 - (b) Majid, A.H., 1966. A study of Self-acceptance in relation to feeling of Security-Insecurity and Adjustment. Unpublished M.Ed. Thesis, Dept. of Education, A.M.U., Aligarh.
 - 2 Kalim, G.A., 1970. A study of Self-acceptance in relation to Parental-acceptance and Peer-acceptance. Unpublished M.Ed. Thesis, Department of Education, A.M.U., Aligarh.

Later investigators, who used the list of 20 adjectives, did not calculate the congruence or discrepancy between the rankings. Instead, the rankings from 1 to 20 were converted into ratings to make further statistical computation possible and parametrically justifiable.

Administration of Self-acceptance Scale - The list of 20 adjectives was given to the students twice. The purpose of getting the adjectives arranged in values twice was to obtain a characterisation of self and then of the ideal self, in terms of these adjectives. In order to let the subjects forget the order in which they ranked the adjectives on the first occasion, the investigator administered two more tests of Parental-acceptance and Peer-acceptance in between the two rankings of adjectives. The scale was printed in simple Hindi, Urdu and English. The three versions of the tests were distributed separately in various sections of two schools run by the Aligarh Muslim University, Aligarh.

The instructions were clearly printed on the first page of the test, in simple, Hindi, Urdu and English languages, depending upon the language version of the test. However, for the sake of clarity and in order to avoid ambiguities, the investigator explained the instructions orally as well. For the ranking of adjectives, each student was asked to read the whole list of adjectives carefully and then write down 1

against the quality which was most marked in him, then 2 against the quality which came next and so on till all the qualities from 1 to 20 were marked. The subjects were told that their answers would be kept confidential and no one except the investigator would come to know about them. The students were requested not to discuss their ranking among themselves and to maintain secrecy on their part as well. 150 students took part as subjects. They belonged to six sections of class IX of the two schools.

Scoring of the Data - In order to determine the degree of Self-acceptance, the self-ideal, self-congruence could be determined by correlating the two ranks by rank order method as had been done by A. Majid in his study. High congruence between self and ideal-self would, thus mean high self-acceptance and low congruence would indicate low-acceptance. But the difficulty that arises in such a procedure is that further statistics on these rank-order-correlation is subject to question. To overcome this problem, the ranks were converted into ratings. This was done by determining the position of each rank on a 7-point scale using the forced Q-Sort technique.

Methods of Ratings - The adjective ranked 1 was given a rating of 1, the next two ranks, namely 2 and 3 were given a rating of 2, ranks 4, 5, 6 and 7 were allotted a rating of 3, ranks

8, 9, 10, 11, 12 and 13 were assigned a rating of 4, ranks 14, 15, 16 and 17 a rating of 5, ranks 18 and 19 a rating of 6 and rank 20 was given a rating of 7.

The self-ideal-self-discrepancy was computed by finding the difference between the ratings of each of the 20 adjectives obtained in relation to self and ideal-self. By adding the difference of ratings of self and ideal-self on the 20 adjectives, the total discrepancy score of the individual was obtained and it served as the measure of self-acceptance. Here it should be pointed out that higher discrepancy between the ratings of self and ideal self was represented by a high score and low discrepancy by a low score and therefore higher score would mean low degree of self-acceptance and low score a high degree of self-acceptance.

Reliability - The reliability of self-acceptance measure has already been established by earlier investigators, such as Qaisar Bano, A. Majid, Hamida Hasan and Ghulam Kalim Ahmad who carried out their researches on similar problems. Qaisar Bano calculated the reliability of self-acceptance measure by using the split-half method. The ranks discrepancy scores on the 14 adjectives were separated into odd and even discrepancies for each subject and the two sets of scores were correlated together. The reliability coefficient corrected by Spearman Brown formula was found to be .81, which may be

taken as an index of sufficiently high reliability.

Ghulam Kalim Ahmad also determined the reliability of self-acceptance scale by means of the same split-half method, with the difference that the former calculated the reliability on 14 adjectives and on the ranks difference while the latter converted the ranks into ratings on 7-point scale, and then calculated the reliability coefficient on the discrepancy between ratings. The coefficient of correlation obtained by Ghulam Kalim Ahmed was .77. When corrected by the Spearman Brown formula, the reliability coefficient for the whole test was found to be .87, which is not different from the earlier figure of .88. The present investigator also decided to determine the reliability of the self-acceptance scale, by means of Split half method, in order to provide further evidence of the reliability of the present test. The coefficient of correlation obtained was .97 which when corrected by Spearman Brown formula, was raised to .98. This exhibited a considerable degree of reliability.

Validity of Self-acceptance Measure - Though apparently it seems quite difficult to validate this measure of self-acceptance, if the individuals taken as subjects understand clearly what they have to do, and if they do it quite carefully and sincerely, the probability is that the ratings would be true and valid.

Besides, the validity of such measures would be ensured if they bore certain theoretically hypothesised relationships with other measures of personality. It has been shown by other researchers¹ that Self-acceptance Scores as obtained through the scale bear considerably high degree of relationship with adjustment, security-insecurity and self-disclosure, all being theoretically related to self-acceptance.

Parental Acceptance Scale

Different methods have been evolved for the measurement of parental acceptance, such as interviewing parents and children, rating scale and observation. These methods are, however, much time consuming and less-economical. Rating the parents for their acceptance or rejection of their children involves interviewing them or observing their behaviour towards their children over a long time. It is very difficult to go and meet each subject and his parents and interview or observe them. The most commonly used method is the inventory method, which has been preferred to others. The reason is obvious. It is easy to administer and is less time-consuming.

- 1 Hasan, H. A Study of Self-disclosure in relation to certain social variables (sex-religion academic achievement, socio-economic background) and two other variables (self-esteem and feeling of security), Unpublished M.A. Dissertation, Department of Psychology, Aligarh Muslim University, Aligarh, 1964.

Hence the present investigator, like his predecessors¹ decided to select the inventory method for the measurement of parental acceptance. The present inventory which is based on children's perception of how their parents feel, observe and behave towards them was prepared by Mrs. Ghazala Ansari.² This inventory enters into the specific consideration of parental attitude and behaviour towards their children as experienced and perceived by the children themselves.

The inventory consists of 29 items ensuring different types of attitudes and behaviour of parents towards their children, including all those mentioned by Symonds³ and many others. The items enlisted in the inventory show the actual behaviour of parents towards their children from which the attitude of acceptance or rejection is inferred by the researcher. Earlier investigators used this inventory in Hindi and Urdu versions only, while the present investigator has made use of Hindi-Urdu and English versions of the same

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- 1 (a) Rahman, Z., A study of Anxiety in relation to parental-acceptance and peer-acceptance. Unpublished M.Ed. dissertation, Department of Education, A.M.U., Aligarh, 1976.
 - (b) Wadudul Haque Siddiqui, A study of truancy in relation to security-Insecurity Parental-acceptance and Peer-acceptance, Unpublished M.Ed. Dissertation, Department of Education, A.M.U., Aligarh, 1976, p. 77.
 - (c) Ghulam, K.A., loc. cit.
 - 2 Ansari, G.A., Parental Acceptance Inventory, Department of Education, Aligarh Muslim University, Aligarh.
 - 3 Symonds, P.M., The Psychology of Parental-Child relationship, New York: D. Appleton Century and Co., 1939.

inventory. The 29 items of parental acceptance were listed in serial order from 1 to 29. Against each statement three possible responses were given, namely Always, Seldom and Never. The individuals taken as subjects were asked to place a tick mark in front of each item under one of these responses which they considered most applicable to the behaviour mentioned in that item. For instance they were asked to put a tick mark (✓) under Always if they thought that their parents always behaved in similar way. If this was not the case, they might place a tick under Seldom or Never, depending upon the perceived frequency of parental behaviour of that kind.

Out of 29 items, 22 items show positive relationship between children and their parents and 7 items represent negative attitude of parents towards their children. The statements which show negative attitude of parents towards their children are 7, 12, 15, 17, 18, 19 and 20.

Administration of Parental-Acceptance Inventory - The parental-acceptance inventory was printed in simple Hindi, English and Urdu languages. It was administered taking into account the languages of subjects concerned. The scale was administered in various sections of Class IX.

Despite the fact that instructions were clearly printed on the front page of the scale, the investigator read them out

in all the sections twice so that confusions, if any, might be removed. Secrecy was promised and independent responses were asked for. The investigator also arranged the seats of students in such a way as they could not consult and copy each other's responses. This inventory was administered on the same subjects who were chosen for the scale of self-acceptance. One hundred and fifty students were taken as subjects at the first instance but 24 answer sheets were rejected on the basis of being wrongly answered.

Scoring of Parental-acceptance Inventory - The three response categories of 'Always', 'Seldom' and 'Never' were allotted the scores from 1 to 3. A score of three (3) was given when an item indicating high acceptance by parents, was endorsed with the verbal response of Always. or when one showing low acceptance endorsed it with Never. Similarly a score of 1 was allotted when an item showing high acceptance was endorsed with Never and one representing low-acceptance was endorsed with Always. A score of 2 was given for all items endorsed with Seldom. In short, score was given in the positive direction if the item indicated high acceptance and in the negative direction if the item showed low acceptance or rejection. If an individual got high scores he would be considered highly accepted while on the other hand if he got low scores he would be taken as less accepted child. By adding up the scores on all the items, the parental acceptance score

was obtained for each individual.

Reliability - Reliability has to do with the accuracy and precision of a measurement procedure. There are several methods of measuring reliability of a test, such as:

- (a) Test-re-test method.
- (b) Equivalent-forms method.
- (c) Split-half method.

There are advantages as well as disadvantages in every method. Because of the difficulty in controlling the conditions which influence scores in the administration of a test, the test re-test method is used less generally. In equivalent form-method, the difficulty is that of providing two equivalents, though different forms of the test, which means construction of two tests measuring the same thing. Split-half method usually employed as it is easy to be used and less time consuming. This method is regarded by many, as the most economical of the methods for determining reliability.

So far as the reliability of this scale is concerned, it had already been established by earlier investigators. Reliability coefficient for the parental acceptance test after correction by Spearman Brown formula as found by several investigators ranged from .66 to .89 which is sufficiently high.¹

1 Kalim, G.A., loc. cit.

Validity - It refers to the extent to which a test measures what actually it proposes to measure. Though validity of parental acceptance test is not easy to determine it could be found by comparing the data obtained by the instrument with other standard measures of the same variable. As no standard measure of parental-acceptance was available, it was not possible to test directly the validity of the parental acceptance inventory.

Owing to the conditions cited above, the present investigator decided to accept the argument given by earlier investigators about the validity of the inventory. As the scores on the inventory have been found to have theoretically meaningful relationship with other variables of personality, attitudes and behaviour, the parental acceptance inventory is taken to be a valid measure of the phenomenon.

Another argument which may be cited in support of the validity of parental acceptance test is that it may be found by comparing the two studies made by Helper¹ and the other made by Jourard and Remy.² Helper obtained parental attitudes of favourability and acceptance towards their children directly

- 1 . Helper, M.M., Parental Evaluation of children and Children's Self-Evaluation. J. Abnormal Social Psychology, 1958, pp. 190-194.
- 2 Jourard, M.S. and Remy, R.M., Perceived Parental Attitudes, the self and security. J. Consult. Psychology., 1955, pp. 364-366.

from parents and correlated them with children's self evaluation on the same dimension. The relationship between children's self-evaluation and parental attitudes was found to be considerably low as compared to the relationship between similar measures obtained by Jourard and Remy in whose study both parental-attitudes and self-evaluations were represented by children. Helper interprets these findings by pointing out that parent's behaviour as observed by children, may reveal attitudes which children perceive and hence are affected by, but which parents do not acknowledge.

Measure of Peer-Acceptance

Various methods and techniques have been devised as well as employed to gauge the inter-action and social behaviour among children of the same age, i.e., in peer-groups. The commonly used methods are given below:

- a) Guess who technique developed by Hartshorne and May.
- b) The Friendship record technique developed by Dimock.
- c) Personal Interview technique.
- d) Sociometric technique developed by Moreno and Jennings.

The investigators in this realm are confronted with the problem of choosing the best among the various techniques developed so far to measure children's acceptance in their

groups. The present investigator has chosen the socio-metric technique for two reasons. First and foremost is that out of various techniques, socio-metric technique has been used widely and usefully. Secondly it is very simple in administration. It consists of choices given by each person for those persons in the group with whom he would most like to be placed for a series of activities. Commenting on various methods developed to measure the interaction among children of the same age, Jennings writes, "All the sources can provide some degree of insight. But the information gained from observation, friendship records, is at best only partial. Frequently it is highly selective and consequently distorted. For this reason it can be of more help after rather than before, a sociometric analysis has been made."¹

According to Jennings the above sources of data cannot show how each individual child would like to associate or how his wishes compare with the feelings of others toward him. They do not map the cross currents of overall interlocking relations. Hence the distinctive characteristic of socio-metric method according to Jennings is its "capacity to describe a complete picture of spontaneous interaction in relation to important criteria of group life. Sociometric methods focuss attention on the dynamic aspects of interaction

1 Jennings, H.H., *Sociometry in Group Relations*. Washington D.C., American Council on Education (Edi. 11), 1948, pp. 12-13.

rather than on individual children in isolation from one another." Thus for gauging the peer acceptance a sociometric questionnaire of the usual type was prepared with four situations to serve as criteria for choice. These situations were:

- a) acting in a drama.
- b) sitting in the classroom.
- c) studying for examination, and
- d) serving on a game's committee.

The subjects were required to choose four partners, from the very sections they were studying in, for four different situations. They were to write down the name of the partner, first, with whom they would very much like to be in that situation, next the name of the second choice, then third and fourth for each of the four. They were also told that they might repeat the same name for more than one situation if they desired.

Administration of sociometric questionnaire - The test was administered on the same subjects from whom other data were collected. The test was administered separately in different sections. The instruction were printed on the first page of the test and were also explained orally. The subjects were asked not to discuss among themselves their choices while filling the questionnaire. The students were assured that the

information they were giving would remain secret and would be used only for research purpose.

Tabulation - Having collected the data the investigator prepared a tabulation sheet for each section separately on which the names of choosers and chosen were written vertically and horizontally in the same order.

Scoring - As has been discussed earlier, there were four situations for each of which subjects were asked to choose four partners with whom they would most like to be in these situations. This selection was to be made in order of preference. A score of four (4) was allotted to the first choice, 3 to the second, 2 to the third and 1 to the fourth choice. Then the total acceptance scores were calculated by adding all the scores obtained by each person. Thus the child who secured highest scores would be considered highly accepted in the group as most of his classmates wanted his association, while children getting low scores would be taken as less accepted and those who failed to get even low scores would be considered unaccepted or rejected as their company was not liked by their classmates or peers.

Reliability and Validity of Peer-Acceptance - Though it appears near impossible to determine the reliability and validity of socio-metric questionnaire, its reliability and validity have

been established by a number of investigators who carried out their researches in similar fields. According to Jennings if a child is filling the questionnaire honestly as well as carefully, and understands what he is doing, the responses, obtained will be reliable and valid. It can also be inferred by examining the relationship that the measure shows with other related measures. This inference has been made by K.K.Sharma¹ in his research and can be confirmed by the present research as well.

The Population - One hundred and fifty students studying in various sections of IX class from two Aligarh Muslim University high schools were selected as subjects for the present study. But on the examination of the data, it was found that items of returns of 24 of these boys had either been left blank or wrongly filled. Hence these cases had to be discarded. So, the number of persons finally included in the present study remained only 126. The ages of the individuals taken as subjects ranged from 13 to 17 years.

Discription of the Data - As has been stated elsewhere three measures were required to gauge the three variables for the present study, one for self-acceptance, the other for parental-

- 1 Sharma, K.K., A study of some Psychological Factors as related to adjustment and behavioural problems. Unpublished M.Ed. dissertation, Department of Education, Aligarh Muslim University, Aligarh, 1966.

acceptance, and the third for peer-acceptance. The range of scores obtained on three variables was 45 to 0, 79 to 28 and 104 to 0.

Method of Analysis - As discussed earlier, the present study aimed at investigating and possible relationship between self-acceptance on the one hand, and parental acceptance and peer-acceptance on the other. In other words the aim of the present study was to test the hypothesis assumed in the beginning that the concept of self is the resultant state of individuals interaction with certain significant others, like parents and peers.

Groupings - In order to empirically demonstrate the hypothesis on which the present study was based, the statistical method of t-test was used. Since this method involved comparing the means and the standard deviations, it was necessary to dichotomise the whole population into various groups. In the present study it was decided to divide the whole population into three groups, namely, top, middle and bottom, each comprising of high, medium and low scoring subjects on parental-acceptance and peer-acceptance.

Thus twelve groups in all were formed, six on the basis of parental acceptance and six on peer acceptance, and means and standard deviations for self-ideal self discrepancy scores for these groups were calculated for comparison, or,

In other words, for determining the significance of differences between the mean scores by means of the t-test.

It was also thought that difference between the self-ideal self discrepancy means might show up more clearly if groups on the two extremes of parental, as also of peer acceptance scores were compared. It was, therefore, decided to separate the top 25 %, the bottom 25 %, and the middle 50 % of cases on parental and peer acceptance and find out the significance of differences between the mean/self-acceptance scores of these groups as well. So means and standard deviations for the resulting six groups on both parental and peer acceptance were also calculated.

To find out the extent of significance of differences between the group means t ratios were calculated by means of the formula given below:¹

$$t = \frac{M^1 - M^2}{\sqrt{\frac{\sigma_1^2}{N} + \frac{\sigma_2^2}{N}}}$$

1 Garrett, E.H. and Woodsworth, R.S., Statistics in Psychology and Education, Bombay, Vakils, Fe. ers and Simons Private Ltd., 1967.

Chapter 3

ANALYSIS OF THE DATA AND INTERPRETATION

The theoretical rationale behind the present study, as discussed in the preceding chapter was, that the development of self-concept is the outcome of individual's interaction with significant others, most importantly with parents and peers.

Though the quantification of any psychological phenomenon is not an easy task, an attempt was made to probe into the statistical relationship between self-acceptance and parental acceptance as well as self-acceptance and peer-acceptance.

This chapter is concerned with the statistical analysis of the data, obtained on three variables, namely, self-acceptance, parental-acceptance and peer-acceptance. As mentioned earlier, the statistical method of t-test was employed. This method involved the finding of the means and standard deviations of self-ideal-self discrepancy scores for groups formed on the basis of two variables, parental-acceptance and peer-acceptance.

First the population of the study was divided into three groups.—33 % top, middle and bottom cases on the basis of high, middle and low scorers on parental-acceptance scale. Parental-acceptance, as mentioned earlier, was determined with the help of a Parental-Acceptance Inventory based on children's perception of parental attitudes towards them. This inventory was scored in the positive direction, that is those who obtained high scores on the scale were taken to be highly accepted by their parents, and those getting low scores on the scale were taken to be less accepted by their parents. Those who were moderately accepted by their parents were placed in between the two extremes and termed as middle group.

The means and standard deviations of self-ideal-self discrepancy scores for the top and bottom groups on parental-acceptance were calculated and put to t-test. Table I presents the means, standard deviations and t-value for the mean difference between 33 % top and 33 % bottom cases on parental-acceptance.

TABLE I - Showing the means, standard deviations and the significance of mean difference between self-ideal-self Discrepancy Scores for 33 % top and 33 % bottom cases on parental-acceptance.

Groups	N	Mean	S.D.	T. value	Sig.
33 % Top	42	14.5	8.65	3.07	1 %
33 % Bottom	42	19.92	7.50		

An examination of the Table I shows that mean of the top group was 14.5 and standard deviation 8.65. For the bottom group the mean was 19.92 and standard deviation was found to be 7.5. When t-test was applied to find out the significance of difference between the two means, the t-value was found to be 3.07 which is significant at 1%. It may be recalled that the measure of self-acceptance is a discrepancy score, and hence a low score indicating low discrepancy between self-ideal self will mean high self-acceptance and high score, indicating high discrepancy, will mean low self acceptance.

Now an examination of Table I shows that the mean discrepancy score for the top group on parental-acceptance is lower than the mean score for the bottom group. This difference between the two is high and the t value significant at 1% level. This may be interpreted that children who are highly accepted by their parents are also high on self-acceptance.

After top and bottom, top and middle groups on parental for the analysis were taken up; The means and standard deviations of self-ideal-self discrepancy scores for these groups were computed and put to t-test. The results are presented in Table II.

When the t-test was applied to know the significance of difference between self-ideal-self discrepancy of 33 % top and 33 % middle parental-acceptance groups, the t-value was found to be 1.60 which is not significant even at 5 % level though it

nearly touches it. It may be seen, however, that the means of the top and middle groups being 14.5 and 17.61, are in the same direction as those for top and bottom groups. This shows that the top group on parental-acceptance is higher in self-acceptance than the middle group. The standard deviations of these two groups were found to be 8.65 and 9.2 respectively.

Table II - Showing the Means, Standard Deviations and the significance of Mean difference between self-ideal-self Discrepancy scores for 33 % top and 33 % middle cases on parental-acceptance.

Groups	N	Mean	S.D.	T-value	Signi.
33 % Top	42	14.5	8.65	1.60	Insig.
33 % Middle	42	17.61	9.2		

The self-ideal-self discrepancy scores of 33 % middle and 33 % bottom cases on parental-acceptance, were, then, taken up for analysis. The means, standard deviations and t value for this comparison are given in Table III.

Table III - Showing the Means, Standard Deviations and the significance of Mean difference between the self-ideal-self discrepancy scores for 33 % middle and 33 % bottom cases on parental acceptance.

Groups	N	Mean	S.D.	T-value	Signi.
33 % Middle	42	17.61	9.2	1.26	Insig.
33 % Bottom	42	19.92	7.5		

The means for the middle and bottom groups were found to be 17.61 and 19.92 and their standard deviations 9.2 and 7.5 respectively. When t-test was applied to test the significance of difference between the two means, the t-value was found to be 1.26 which was again insignificant.

The direction of difference is, however, the same, middle group having lower discrepancy mean than the bottom group and thus showing higher self-acceptance.

The population of the study was again divided into three groups on the basis of 33 % top, middle and bottom cases on peer-acceptance scores. Each of the groups consisted 42 cases.

Peer-acceptance, as has been stated elsewhere was measured by means of a sociometric questionnaire. There were four situations and for each situation, subjects had to choose four partners from the very class and section they were studying in. Thirty-three per cent of the total group who were very frequently chosen and got high scores were placed in the top group and those 33 % of cases who got low scores on peer-acceptance scale were placed in the bottom group. The 33 % moderately accepted children by their peers were put in between the two extremes, i.e., in the middle group. The means and standard deviation for these groups on the self-acceptance scores were calculated and the mean differences put to t-test.

The mean differences of the self-ideal-self discrepancy

scores of 33 % top and bottom cases on peer-acceptance were analysed.first. The results are produced in Table IV.

Table IV - Showing the Means, Standard Deviations and the significance of the Mean Difference between the self-ideal-self Discrepancy scores for 33 % top and 33 % bottom cases on peer-acceptance.

Groups	N	Means	S.D.	T-value	Signi.
33 % Top	42	11.5	5.55	6.18	1 %
33 % Bottom	42	19.54	6.40		

The mean of the self-ideal-self discrepancy scores of the top peer-acceptance group, as shown in Table IV was found to be 11.5 and standard deviation was 5.55. For the bottom group on peer-acceptance, the mean of self-ideal-self discrepancy score was 19.54 and standard deviation was 6.4. T-value was found to be 6.18 which is significant at 1% level.

This analysis shows beyond doubt that, as in the case of parental-acceptance, the mean discrepancy scores for top peer-acceptance group is lower, showing high self-acceptance than the bottom group, and that the difference between the two is highly significant.

Then the top and middle groups on peer-acceptance were taken up and their means and standard deviations for self-ideal-self discrepancy scores were computed and put to t-test. The results are presented in Table V.

Table V - Showing the Means, Standard deviations and the significance of Mean difference between the self-ideal-self discrepancy scores for 33 % top and 33 % middle cases on peer-acceptance.

Group	N	Mean	S.D.	T-value	Signi.
33 % Top	42	11.5	5.55	4.52	1 %
33 % Middle	42	18.42	8.32		

As seen in the Table V the means for the two groups were 11.5 and 18.42 while the standard deviations were 5.55 and 8.32 respectively. The t-value for the difference between the two groups was found to be 4.52 which is significant at 1 % level. A further examination of Table V will show that the mean of self-ideal-self discrepancy score for the top group is lower, showing higher self-acceptance, than for the middle group. Thus the results prove that higher peer-acceptance leads to higher self-acceptance and vice-versa.

After top and middle groups, the middle and bottom groups on peer-acceptance were taken up for analysis by means of the t-test. The means and standard deviations of the two groups were computed and put to t-test. The results are presented in Table VI.

The means of self-ideal-self discrepancy scores for the middle and bottom peer-acceptance groups, as shown in the Table VI are 18.42 and 19.54 respectively. The standard deviations of the two groups were found to be 8.32 and 6.4 respectively.

The t-value as obtained for the mean difference between the two groups came to be .69 which was insignificant.

Table VI - Showing the Means, standard deviations and the significance of Mean difference between the self-ideal-self discrepancy scores for 33 % middle and 33 % bottom cases on peer-acceptance.

Groups	N	Means	S.D.	T-value	Sig.
33 % Middle	42	18.42	8.32	.69	Insig.
33 % Bottom	42	19.54	6.40		

The direction of the mean difference between the two groups, however, shows that the same trend as seen in relation to other mean differences continues to show up here as well. The mean discrepancy score for the middle group is lower, showing higher self-acceptance and the mean score for the bottom group is higher, indicating lower self-acceptance.

As discussed earlier as well it was decided to reform the groups on the basis of parental and peer-acceptance and to take the top 25 % cases on each of the two variables as the top group, the bottom 25 % cases as the bottom group and the middle 50 % as the middle group. The number of cases in each group thus came to be 32 in the top, 32 in the bottom and 62 in the middle group.

This was done with the intention of exploring any further possibility of statistically significant differences between

the group means. The logic behind this new division was that though the means, standard deviations and t-values of 33 % top, middle and bottom groups for self-ideal-self discrepancy scores based on parental-acceptance and peer-acceptance showed the tendency of being different in the same direction yet all of them were not significant. It was expected that a sharper division between the groups would lead the differences showing up more sharply than in the case of groups which are not widely separated.

Now for the purpose of analysis by means of t-test, the means and standard deviation of self-ideal-self discrepancy scores for 25 % top and bottom cases on parental acceptance were calculated. Then the t-value for the mean difference between the two groups, was found out. These are shown in Table VII.

Table VII - Showing the means, standard deviations and the significance of mean difference between the self-ideal-self discrepancy scores for 25 % top and 25 % bottom cases on parental-acceptance.

Groups	N	Means	S.D.	T-value	Sig.
25 % Top	32	14.40	7.72	2.96	1 %
25 % Bottom	32	20.21	8.00		

The means and standard deviations of self-ideal-self discrepancy scores of top and bottom parental-acceptance groups as shown in Table VII were 14.40 and 20.21 and standard deviations were 7.72

and 8.00. When the differences between the two means were put to t-test, the t-value came to be 2.96 which is significant at 1 %.

After exploring the t-value of 25 % top and bottom parental-acceptance groups, the t-value of 25 % top and 50 % middle self-ideal-self discrepancy scores was calculated.

Table VIII - Showing the Means, Standard deviation and the significance of Mean different between self-ideal-self discrepancy scores for 25 % top and 50 % middle cases on parental-acceptance.

Groups	N	Mean	S.D.	t-value	Sig.
25 % Top	32	14.40	7.72	1.64	Insig.
50 % Middle	62	17.32	9.00		

When the means and standard deviations of the self-ideal-self-discrepancy scores of 25 % top and 50 % middle parental-acceptance scores groups were calculated, they were found to be 14.40 and 17.32 and standard-deviations were 7.72 and 9.00 respectively. When t-test was applied to find out the significance of difference between the two groups it was found to be 1.64, which though it is not significant at 1 % level, but it is near 5 % level.

The means, standard-deviations and t-values of 50 % middle and 25 % bottom parental-acceptance are given in Table IX.

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Table IX - Showing the Means, Standard deviations and the significance of the Mean difference between self-ideal-self Discrepancy scores for 50% middle 25 % bottom cases on parental-acceptance.

Groups	N	Means	S.D.	t-value	Sig.
50 % Middle	62	17.32	9.00	1.59	Insig.
25 % Bottom	32	20.21	8.00		

The table IX shows the means of the middle and bottom groups which were 17.32 and 20.21 while the S.Ds of these groups were found to be 9.00 and 8.00 respectively. When t-test was used to get at magnitude of significance of difference between the self-ideal-discrepancy scores of 50 % middle and 25 % bottom parental-acceptance groups, it came to be 1.59 which is again insignificance.

Once again the means and S.Ds of self-acceptance scores for all the three groups constituted on the basis of peer-acceptance measure with 25 % top scores, 25 % bottom scores and 50 % middle scores and 50 % middle scores forming the top-bottom and middle groups were calculated and the difference between self-acceptance means for all the three groups were put to t-test which are shown in table X.

The means and standard deviation of the top group were found to be 11.03 and 5.4 with the bottom group the mean and 19.40 and S.D. was 6.16 respectively. The t-value of the top and bottom groups was found to be 5.81 which is highly significant that is significant at 1 %.

Table X - Showing the Means, Standard Deviations and the significance of Mean difference between self-ideal-self Discrepancy Scores for 25 % top and 25 % bottom cases on peer-acceptance.

Groups	N	Means	S.D.	t-value	Sign.
Top	32	11.03	5.4	5.81	1 %
Bottom	32	19.40	6.16		

Table XI - Showing the Means, Standard Deviations and the significance of Mean difference between self-ideal-self discrepancy scores for 25 % top and 50 % middle cases on peer-acceptance.

Groups	N	Means	S.D.	t-value	Sign.
Top	32	11.03	5.4	4.98	1 %
Middle	62	18.85	9.85		

As exhibited in Table XI, the mean of the self-ideal-self discrepancy scores for 25 % top and 50 % middle peer-acceptance cases were found to be 11.03 and 18.85 while the S.Ds. are 5.4 and 9.85 respectively. The t-value shows that the difference between the two groups is significant at 1 %.

Table XII manifests the means standard deviations as well as t-value of the two groups. The mean of middle group was 18.85 and S.Ds. was 9.85. With the bottom group the mean was found to be 19.40 and S.D. was 6.16. When the means were

put to t-test, the t-value, which was found to be .33 was against utterly insignificant.

Table XII - Showing the Means, Standard Deviations and the significance of Mean difference between self-ideal-self discrepancy scores for 50 % middle and 25 % bottom cases on peer acceptance.

Groups	N	Means	S.D.	T-value	Sig.
Middle 50 %	62	18.85	9.85	.33	Insig.
Bottom 25 %	32	19.40	6.16		

Chapter 4

SUMMARY AND DISCUSSION

The present study as mentioned in the first chapter was designed to probe into the magnitude and extent of relationship between self-acceptance on the one hand and parental-acceptance and peer-acceptance on the other.

The theoretical basis of the study as discussed earlier, were the formulations of psychologists like Sullivan, Ausubel and others. Sullivan (1955) has stressed the role of significant others, apart from parents in the formation of self-concept. As the child moves away from the home, he develops growing attraction to peers combined with less dependence upon parents. It is because of this that some research has indicated that self-concept of the child is often most like to that of his best friend. Hence two working hypotheses were formulated to give direction to the present study:

1. That self-acceptance as measured in terms of self-ideal-self discrepancy scores, low discrepancy showing high self-acceptance and high discrepancy showing low self-acceptance would bear a significantly high negative relationship with parental-acceptance as measured in terms of high-low rating scores, high scores signifying high parental acceptance and low indicating low parental-acceptance.

2. That self-acceptance as measured by means of self-ideal-self discrepancy scores would also bear a significantly high negative relationship with peer-acceptance as measured in terms of sociometric scores, high scores indicating high peer-acceptance and low scores showing low peer-acceptance.

To conduct the study 126 adolescent boys, their ages ranging from 12 to 17 years, studying in IX class of two Aligarh Muslim University schools were chosen as subjects. In order to collect the data, three measures were used, namely, Self-acceptance Scale, Parental-Acceptance Scale and a Sociometric Test to gauge self, parental and peer-acceptance. In order to ascertain the hypothesised relationship between self-acceptance on the one hand and parental-acceptance and peer-acceptance on the other, the population of the study was divided into top, middle and bottom cases on the basis of high, middle and low scores on parental-acceptance as also on peer-acceptance with 33 % and 25 % top and bottom as cutting points. The data were analysed by means of t-test.

The results show that both on 33 % and 25 % levels high parental-acceptance goes with high self-acceptance, and low parental-acceptance with low self-acceptance. Similar results are obtained in relation to peer-acceptance. On the basis of both the cutting points, high peer-acceptance goes with high self-acceptance and low peer-acceptance with low self-acceptance.

Statistically speaking, the top and bottom groups on both the dimensions of parental and peer-acceptance on the basis of both the cutting points on 33 % and 25 % show highly significant differences between their self-acceptance means. The level of significance for all the four t-values being 1 %.

Statistically significant differences are, however, not obtained in all cases of comparisons between top and middle and middle and bottom groups on the two dimensions and in terms of the two cutting points. Out of eight such comparisons, only two results are statistically significant. The top and middle peer-acceptance groups formed on the basis of both the cutting points, namely, 33 % and 25 % are significantly different in their self-acceptance means but the differences for the middle and bottom groups were found to be insignificant.

It is, however, significant to note that the trend of mean differences for all the twelve comparisons made, is in the same direction. All the differences show higher self-acceptance for the top groups on parental and peer-acceptance than for the groups middle in acceptance, and higher self-acceptance for the middle groups than the bottom groups on both the variables that is on parental and peer-acceptance.

The statistical results clearly and consistently show that while going from top to bottom, the higher scores on both the dimensions of parental and peer-acceptance show higher

self-acceptance than lower scorers, that is top scorers have higher self-acceptance than the middle scorers and middle scorers have higher self-acceptance than the bottom groups. Obviously, top and bottom groups on both 33 % and 25 % cutting points are more widely apart than top and middle and middle and bottom groups.

From the findings discussed above it may be seen that self-acceptance is more significantly related to peer-acceptance than parental acceptance. Out of the six comparisons between high and low groups on peer-acceptance four show significant difference on self-acceptance while on parental-acceptance only two are significant. This finding is in quite conformity with the theoretical understanding provided by the literature on adolescent's psychology. During adolescence, peer group is more significant than parents, and hence influential in the development of self-identity and hence self-acceptance.

This would, of course, be reflected in any good study of self-acceptance as the present study shows.

Sullivan (1953) believed that good self-concept developed from reflected appraisals of significant others in child's life especially parents. Ausubel tried to study the effect of parental attitudes on children's self-concept and concluded that children's self-concept developed according to the patterns of parent's rewards and punishments, attitudes and reactions.

The development of self-concept is thus the outcome of

individual's interaction with certain significant others, like parents and peers. A child at birth is not aware of his self and does not know that 'he' is 'he' or 'they' are 'they'. It is during socialisation process the acquisition of self is an outcome of differentiation resulting from continuous encounters with others.

As McCandless has pointed out that one would develop a good self-concept, or in other words self-acceptance without anxiety about those of his traits that had been valued and rewarded by parents and other important persons during childhood, but would have a poor self-concept or low self-acceptance and marked anxiety about those traits that had been punished or had failed to receive reward.¹

Thus, there is an evitable connection between parental attitude towards the child and his own evaluation of himself as a good or bad child.

The results may also be interpreted in terms of phenomenological psychology which holds that when the child perceives himself liked and accepted the resultant feeling would be that he is likeable and acceptable and the reaction would be that of self-acceptance. And, thus, parental attitudes have an inevitable bearing on the acceptance of self.

The relationship that has been found between self-acceptance

1 McCandless, B.R., Children and Adolescents. New York: Holt, Rinehart, and Winston, 1961, p. 184.

and parental-acceptance also holds good in relation to peer-acceptance and self-acceptance. The interaction that the child has with his parents remains limited to the four walls of the home. It gets expanded as the child enters the world outside the family confines. When he comes into constant contact with the people of variegated nature and, most important, he finds among them his age mates or peers, he takes to identify with them. If parents are of much significance during early years of child's life, peers play a role of greater significance at a later stage, especially during adolescence. In other words peer groups increasingly start playing a dominant role in the phenomenological development of the child. Thus peer group as the agent of socialisation, influences the child in a much more significant way than parents as the present study has clearly demonstrated.

Thus, the results of the present study are not only in conformity with those of the previous studies but also verify the logical assumption deduced from theoretical discussion in psychological literature. The results may be considered as an evidence of the significance of the attitudes of parents and peers for the development of the attitude of the child towards self.

As self has been recognised as the core of personality, and a dynamic point on which the total personality is built up, its significance for personality cannot be ignored. This

study points up the need for social and psychological engineering both at home and in the school so that the developing child is provided with the atmosphere of friendship and acceptance from parents as well as peers.

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APPENDIX 'A'

Scores obtained on Self-Acceptance
Parental-acceptance and Peer-
acceptance

Scores obtained on Self-acceptance, Parental-acceptance and Peer-acceptance.

S.No.	Self- Acceptance Scores	Parental- Acceptance Scores	Peer- Acceptance Scores	S.No.	Self- Acceptance Scores	Parental- Acceptance Scores	Peer- Acceptance Scores
1	9	76	89	23	16	66	0
2	24	36	14	24	18	40	15
3	18	35	27	25	6	72	38
4	18	61	9	26	24	57	33
5	8	60	80	27	8	71	83
6	24	60	14	28	16	79	14
7	12	63	30	29	14	73	14
8	8	58	72	30	7	65	88
9	37	65	24	31	17	73	32
10	11	72	34	32	28	52	28
11	30	48	26	33	20	49	9
12	14	64	5	34	28	70	10
13	14	64	12	35	13	70	20
14	12	64	38	36	11	62	44
15	10	54	55	37	9	63	43
16	17	62	40	38	16	64	5
17	25	62	27	39	17	64	30
18	28	61	26	40	7	70	45
19	18	63	1	41	6	64	75
20	18	63	26	42	32	33	9
21	12	74	5	43	11	68	31
22	7	66	47	44	14	61	30

(Contd.)

45	5	76	85	71	29	71	27
46	11	63	58	72	14	61	12
47	7	55	65	73	26	59	17
48	15	64	24	74	7	79	32
49	12	62	49	75	21	59	0
50	18	59	18	76	10	64	32
51	9	69	41	77	6	70	12
52	13	68	30	78	16	71	6
53	17	66	30	79	4	72	23
54	33	42	2	80	14	68	0
55	28	67	21	81	10	71	36
56	4	68	49	82	0	69	24
57	22	52	12	83	12	64	2
58	18	52	14	84	10	68	14
59	5	72	71	85	8	68	29
60	8	67	53	86	18	68	13
61	8	74	58	87	2	78	47
62	22	72	7	88	3	64	76
63	x5	66	48	89	6	63	41
64	14	7k	33	90	5	66	96
65	32	65	25	91	18	33	13
66	16	68	29	92	9	61	41
67	15	53	7	93	30	38	11
68	38	65	20	94	12	76	33
69	12	74	37	95	12	54	4
70	17	74	32	96	4	55	92

(Contd.)

97	11	60	44	112	24	28	1
98	16	66	30	113	30	40	11
99	45	64	23	114	27	33	16
100	32	40	15	115	11	70	14
101	22	66	39	116	14	73	48
102	20	28	8	117	12	74	35
103	16	67	29	118	14	62	45
104	12	70	7	119	21	53	4
105	7	70	28	120	12	74	104
106	16	58	46	121	4	57	45
107	23	70	15	122	1	72	29
108	18	71	4	123	8	69	75
109	18	55	0	124	14	67	74
110	26	56	16	125	11	63	22
111	18	67	9	126	4	71	37

APPENDIX 'B'

Self-ideal-self discrepancy
scores for top, middle and
bottom Parental-acceptance
cases.

Self-ideal-self discrepancy scores for 33% and
25% top parental-acceptance cases.

S.No.	Parental Acceptance	Self Acceptance	S.No.	Parental Acceptance	Self Acceptance
28	79	16	27	71	8
74	79	7	64	71	14
87	78	2	71	71	29
1	76	9	78	71	16
45	76	5	81	71	10
94	76	12	108	71	18
21	74	12	126	71	4
61	74	8	34	70	28
69	74	12	35	70	13
70	74	17	40	70	7
117	74	12	77	70	6
120	74	12	104	70	12
29	73	14	105	70	7
31	73	17	107	70	23
116	73	14	115	70	11
10	72	11	51	68	9
25	72	6	82	69	0
59	72	5	123	69	8
62	72	22	43	68	11
79	72	4	52	68	13
122	72	1	56	68	4

Self-ideal-self discrepancy scores for 33%
and 25% Bottom parental-acceptance
cases

S.No.	Parental Acceptance	Self Acceptance	S.No.	Parental Acceptance	Self Acceptance
49	62	12	15	54	10
118	62	14	95	54	12
4	61	18	67	53	15
18	61	28	119	53	21
44	61	14	32	52	28
72	61	14	57	52	22
92	61	9	58	52	18
5	60	8	33	49	20
6	60	24	11	48	30
97	60	11	54	42	33
50	59	18	113	40	30
73	59	26	100	40	32
75	59	21	24	40	18
8	58	8	83	38	30
106	58	16	2	36	25
26	57	24	3	35	18
121	57	4	114	33	27
110	56	26	91	33	18
47	55	7	42	33	32
96	55	4	102	28	20
109	55	18	112	28	24

Self-ideal-self discrepancy scores for 33%
Middle parental-acceptance
cases

S.No.	Parental Acceptance	Self Acceptance	S.No.	Parental Acceptance	Self Acceptance
66	68	16	12	64	14
80	68	14	13	64	14
84	68	10	14	64	12
85	68	8	38	64	16
86	68	18	39	64	17
55	67	28	41	64	6
60	67	8	48	64	15
103	67	16	76	64	10
111	67	18	83	64	12
124	67	14	88	64	3
22	66	7	99	64	45
23	66	16	7	63	12
53	66	17	19	63	18
63	66	15	20	63	18
90	66	5	37	63	9
101	66	22	46	63	11
98	66	16	89	63	6
9	65	37	125	63	11
30	65	7	16	62	17
65	65	32	17	62	25
68	65	38	36	62	11

Self-ideal-self discrepancy scores for 50%
Middle parental-acceptance cases.

S.No.	Parental Acceptance Scores	Self Acceptance Scores	S.No.	Parental Acceptance Scores	Self Acceptance Scores
104	70	12	12	64	14
105	70	7	13	64	14
107	70	23	14	64	12
115	70	11	30	64	16
51	69	9	39	64	17
82	69	0	41	64	6
123	69	8	48	64	15
43	68	11	76	64	10
52	68	13	83	64	12
56	68	4	88	64	3
66	68	16	99	64	45
80	68	14	7	63	12
84	68	10	19	63	18
85	68	8	20	63	18
86	68	18	37	63	9
55	67	28	46	63	11
60	67	8	89	63	6
103	67	16	125	63	11
111	67	18	16	62	17
124	67	14	17	62	25
22	66	7	36	62	11
23	66	16	49	62	12
53	66	17	118	62	14
63	66	15	4	61	18
90	66	5	18	61	28
101	66	22	44	61	14
98	66	16	72	61	14
9	65	37	92	61	9
30	65	7	5	60	24
65	65	32	6	60	24
68	65	38	0	60	11

APPENDIX 'C'

Self-ideal-self discrepancy
scores for top, middle and
bottom peer-acceptance
cases.

Self-ideal-self discrepancy scores for 33% and
25% top Peer-acceptance cases.

S.No.	Peer Acceptance	Self Acceptance	S.No.	Peer Acceptance	Self Acceptance
120	104	12	63	48	15
90	96	5	116	48	14
96	92	4	22	47	7
1	89	9	87	47	2
30	88	7	106	46	16
45	85	5	121	45	4
27	83	8	118	45	14
5	80	8	40	45	7
88	76	3	36	44	11
41	75	6	97	44	11
123	75	8	37	42	9
124	74	14	51	41	9
8	72	8	89	41	6
59	71	5	92	41	9
47	65	7	16	40	17
46	58	11	101	39	22
61	58	8	14	38	12
15	55	10	25	38	6
60	53	8	69	37	12
49	49	12	126	37	4
56	49	4	81	36	10

Self-ideal-self discrepancy scores for 33% and
25% Bottom Peer-acceptance cases.

S.No.	Peer Acceptance	Self Acceptance	S.No.	Peer Acceptance	Self Acceptance
24	15	18	42	9	32
100	15	32	111	9	18
107	15	23	102	8	20
2	14	24	62	7	22
6	14	24	67	7	15
28	14	16	104	7	12
29	14	14	78	6	16
58	14	18	12	5	14
84	14	10	21	5	12
115	14	11	38	5	16
91	13	18	95	4	12
86	13	18	108	4	18
13	12	14	119	4	21
57	12	22	54	2	33
72	12	14	83	2	12
77	12	6	19	1	18
113	11	30	23	0	16
93	11	30	75	0	21
34	10	28	80	0	14
4	9	18	109	0	18
33	9	20	112	0	24

Self-ideal-self discrepancy scores for 50 %
middle Peer-acceptance cases.

S.No.	Peer- Acceptance Score	Self- Acceptance Score	S.No.	Peer- Acceptance Score	Self- Acceptance Score
51	45	9	105	28	17
89	41	6	3	27	18
92	41	9	17	27	25
16	40	17	71	27	29
101	39	22	11	26	30
14	38	12	18	26	28
25	38	6	20	26	18
69	37	12	65	25	32
126	37	4	9	24	37
81	36	10	48	24	15
117	35	12	82	24	0
10	34	11	79	23	4
26	33	24	99	23	45
64	33	17	125	22	11
94	33	12	55	21	28
31	32	17	35	20	13
70	32	17	68	20	38
74	32	7	80	18	18
76	32	10	73	17	26
43	31	11	114	16	27
7	30	12	110	16	26
39	30	17	24	15	18
44	30	14	100	15	32
52	30	13	107	15	23
53	30	17	2	14	24
98	36	16	28	14	16
66	29	16	29	14	14
85	29	8	58	14	18
103	29	16	34	14	16
122	29	1	115	14	11
32	28	28			

Self-ideal-self discrepancy scores for 33%
middle Peer-acceptance cases

S.No.	Peer Acceptance	Self Acceptance	S.No.	Peer Acceptance	Self Acceptance
117	35	12	105	28	7
10	34	11	3	27	18
26	33	24	17	27	25
64	33	17	71	27	29
94	33	12	11	26	30
31	32	17	18	26	28
70	32	17	20	26	18
74	32	7	65	25	32
76	32	10	9	24	37
43	31	11	48	24	15
7	30	12	82	24	0
39	30	17	79	23	4
44	30	14	99	23	45
52	30	13	125	22	11
53	30	17	55	21	28
98	30	16	35	20	13
66	29	16	68	20	38
85	29	8	80	18	18
103	29	16	73	17	26
122	29	1	114	16	27
32	28	28	110	16	26

APPENDIX 'D'

1. The Self-acceptance Scale.

Name _____
Age _____
Class _____
School _____

IMPORTANT

Before I ask you to fill up these forms, I would like to assure you that whatever you write in them will be kept strictly confidential and no one except me will read these forms and know what you have written. I hope that you will help me in my research by giving your frank and clear answers.

Form No. 1

(S-R)

Given below is a list of twenty adjectives or words that describe people. You are requested to number of words in the list in a way that best describes you as you are.

Work like this: First choose the quality which is most marked in you and put 1 in front of it; then find the quality which comes next and put 2 in front of it; then find the quality which comes after that and put 3 in front of it; and so on till all the qualities are numbered from 1 to 20. Please do not leave any quality un-numbered.

Work carefully but quickly and remember that you have to number the qualities in the way in which you see them to be present in yourself.

Proud	Pleasant
Cautious (careful)	Intelligent
Alert	Friendly
Sympathetic	Patient
Efficient	Principled
Popular	Quiet (silent type)
Good organiser	Generous
Self-confident	Dependable
Frank	Stable
Bold (brave)	Kind hearted

(Please do not turn the page unless you are told to do so).

Form No. 2
(I.S.R.)

Now you are requested to number the qualities as you would like them to be present in yourself. Put 1 in front of the quality which you would like most to be present in yourself, 2 in front of the quality which you would like next to be present in yourself and similarly 3, 4, 5 and so on, in order in which you would like them to be present in yourself, till all the 20 qualities are numbered.

Remember that this time you have to number the qualities in the order in which you would like them to be present in yourself.

Proud	Pleasant
Cautious (careful)	Intelligent
Alert	Friendly
Sympathetic	Patient
Efficient	Principled
Popular	Quiet (silent type)
Good organizer	Generous
Self-confident	Dependable
Frank	Stable
Bold (brave)	Kind hearted

APPENDIX 'D'

2. The Parental-acceptance Scale.

”ہدایات“

جیسا کہ آپ جانتے ہیں / جانتی ہیں کہ ہر انسان مختلف خصوصیات اپنے اندر پاتا ہے۔ اس بات کو دھیان میں رکھتے ہوئے کچھ خصوصیات کسی فہرست آپ کے سامنے پیش کی جا رہی ہیں۔ آپ اسکو پوری توجہ سے ساتھ پڑھیں اور اس کے بعد یہ بتائیں کہ ان میں سے کون سی خصوصیت آپ اپنے اندر سب سے زیادہ پاتے ہیں / پاتی ہیں اور کون سی سب سے کم۔ اس طرح سے جو خصوصیت یا صفت آپ اپنے اندر سب سے زیادہ پاتے ہیں / پاتی ہیں اس کے آگے نمبر (1) ڈال دیجئے۔ اس کے بعد دو صفت جو آپ پہلی صفت سے کم لیکن باقی سب صفات سے زیادہ اپنے اندر پاتے ہیں / پاتی ہیں اس کے آگے نمبر (2) ڈال دیجئے۔ اس کے بعد باقی صفات ہیں۔ جو صفت آپ اپنے اندر تشبہ کے نہ یا زیادہ پاتے ہیں / پاتی ہیں اس کے آگے نمبر (3) ڈال دیجئے۔ اس طرح 4-5-6-7 ڈالنے جا چکے یہاں تک کہ آپ تمام صفات پر نمبر ڈال لیں۔ مثال کے طور پر فرض کیجئے کہ آپ اپنے کو سب سے زیادہ خود اعتماد پاتے ہیں / پاتی ہیں تو اس صفت کے سامنے آئیو نمبر (1) ڈالنا چاہئے۔ اس کے بعد اگر آپ اپنے اندر باقی صفات کی نسبت ”خاموشی طبعیت“ ہونے کی صفت کو سب سے زیادہ پاتے ہیں / پاتی ہیں تو اس کے سامنے نمبر (2) ڈال دیجئے۔ پھر باقی بھی سوئی صفات ہیں سے جو صفت بھی پہلی دو صفات کے بعد آپ سب سے زیادہ اپنے اندر پاتے ہیں / پاتی ہیں اس کے سامنے نمبر (3) لکھیں۔ اگر آپ یہ محسوس کرتے ہیں / کرتی ہیں کہ بعض صفات کا آپ سے کوئی تعلق نہیں تب بھی ان کا ایک دوسرے سے مقابلہ کر کے ان پر علیحدہ علیحدہ نمبر ضرور ڈال دیجئے۔

یہ کام جتنی جلدی ہو سکے کر لیجئے۔ کسی صفت کے بارے میں بہت سیوج بھارت کی ضرورت نہیں۔ آپ دفعہ نمبر ڈالنے کے بعد کوشش کیجئے کہ اس نمبر کو کاٹ کر دوبارہ نہ بدلیں۔

Name - - - - - Class - - - - - Age - - - - -

	خود دالہ
	احتیاط پسند
	منہ
	مہربان
	مستقیم منہ
	مختبول
	منظم
	خود اعتماد
	صاف گو
	خوبصورت منہ
	خوش مزاج
	نہ ہنس
	مستحسانہ
	صبا پر
	نا اصول
	خوش طبیعت
	سخی
	وعدہ کرنے والا
	منتقل مزاج
	نرم دل

”پہلی بات“

یہ ایک حقیقت ہے کہ انسان کچھ خصوصیات کا اپنے اندر پایا جاتا پسند کرتا ہے۔ یہاں آپ کو کچھ خصوصیات کی فہرست دی جا رہی ہے۔ اس کو آپ دھیان سے ساتھ پڑھیں اور اس کے بعد بتائیں کہ ان میں سے کون سی صفت یا خصوصیت آپ اپنے اندر پایا جانا سب سے زیادہ پسند کرتے ہیں۔ / کتنی ہیں۔ کون سی اس سے کم اور اسی طرح ترتیب وار کون سی سب سے کم۔ جو صفت آپ اپنے اندر پایا جانا سب سے زیادہ پسند کرتے ہیں / کتنی ہیں۔ تو اس کے آٹھ نمبر (1) ڈال دیجئے۔ اس کے بعد وہ صفت جو آپ پہلی صفت سے کم لیکن باقی سب صفتوں سے زیادہ اپنے اندر پایا جانا پسند کرتے ہیں / کتنی ہیں اس کے آٹھ نمبر (2) ڈال دیجئے۔ اس کے بعد باقی صفات میں جو صفت آپ اپنے اندر پایا جانا سب سے زیادہ پسند کرتے ہیں / کتنی ہیں اس کے آٹھ نمبر (3) ڈال دیجئے۔ اسی طرح 4، 5، 6، 7، 8 نمبر لگائے جائیں۔ یہاں تک کہ آپ تمام صفات پر اسی ترتیب سے نمبر ڈال دیں جس ترتیب سے آپ انہیں اپنے اندر پایا جانا پسند کریں گے / کم کریں گے۔ مثال کے طور پر فرض کیجئے کہ آپ اپنے اندر ”خود اعتماد“ ہونے کی صفت کا پایا جانا سب سے زیادہ پسند کرتے ہیں / کتنی ہیں تو اسی کے سامنے آپ کو نمبر (1) لکھنا ہے اس کے بعد آپ ”خاموشی طبعیت“ ہونے کی صفت کو سب سے زیادہ اپنے اندر پایا جانا پسند کرتے ہیں / کتنی ہیں تو اس کے آٹھ نمبر (2) ڈالیں پھر باقی بھی یہی صفتوں میں سے جو صفت پہلے آپ اپنے اندر پایا جانا سب سے زیادہ پسند کرتے ہیں / کتنی ہیں اس کے سامنے آپ کو نمبر (3) ڈالیں۔ اگر آپ یہ محسوس کرتے ہیں / کتنی ہیں کہ بعض صفات آپ کے اندر ہوں یا نہ ہوں آپ کے لئے فرق نہیں پڑتا جب بھی دوسری صفات کے مقابلے میں آپ ان کا جگہ مقرر کرنے پر ضرور ڈال دیجئے۔

یہ کام جتنی جلد سے ہو سکے کھینچ کر کسی صفت کے بارے میں بہت زیادہ سوچ بچار کی ضرورت نہیں۔ ایک دفعہ نمبر ڈالنے کے بعد کوئی شخص کہے کہ اس نمبر کو کات کر دوبارہ نہ بدلیں۔

Name - - - - - Class - - - - - Age - - - - -

	خود دار
	احتیاط پسند
	منفرد
	مهربان
	صلیفه مند
	مغبول
	منظم
	خود را اعتماد
	صاف گو
	خوبه مند
	خوش مزاج
	تدبیر
	مستعد
	صابر
	ما اصول
	خوش طبیعت
	سخی
	وعده پوره کرنے والا
	منتقل مزاج
	نرم دل

जैसा कि आप जानते हैं कि हर मनुष्य में मनु-
विशेषताओं को अपने अन्दर पाला है इस बात को ध्यान में रखते
हुए कुछ विशेषताओं को सूची आपके सामने पेश की जा रही है।
आप इसको ध्यानपूर्वक पढ़ें और उसके परिचायक पदों को ध्यान में
रखते हुए सौ कोनसी विशेषता आप अपने अन्दर सबसे अधिक
पाते हैं और कोनसी सबसे कम। इस प्रकार की सौ विशेषताएं आप
अपने अन्दर रखते अधिक पाते हैं, उसके आगे नम्बर एक (१)
डाल दीजिए। उसके परिचायक पद विशेषताओं को आप पहले
विशेषता से कम परन्तु बाकी सब विशेषताओं से अधिक अपने
अन्दर पाते हैं उसके आगे नम्बर दो (२) डाल दीजिए। उसके
बाद बाकी विशेषताएं आप अपने अन्दर सबसे अधिक पाते हैं
उसके आगे नम्बर तीन (३) डाल दीजिए इस प्रकार १, ४, ५,
६, ७, डालते जाइए। यहां तक कि सब विशेषताओं पर
नम्बर डाल लें।

उदाहरण के लिए आप मान लीजिए कि अपने आपकी
सबसे अधिक आत्म विश्वासों को आप अपने अन्दर रखते हैं तो उस विशेषता
के सामने आपकी नम्बर एक (१) डालना है उसके परिचायक पदों को
आप अपने अन्दर बाकी विशेषताओं को अपेक्षा शून्य स्वरूप
होने की विशेषता को सबसे अधिक पाते हैं तो उसके सामने
नम्बर दो (२) डालिए फिर बाकी सभी विशेषताओं में से जो
विशेषता भी पहली दो विशेषताओं के परिचायक आप रखते
अधिक अपने अन्दर पाते हैं उसके सामने नम्बर तीन (३)
लिखें। अगर आप अनुभव करते हैं कि कुछ विशेषताओं को
आप से कोई सम्बन्ध नहीं है तो उसको एक दूसरे से
तुलना करके उन पर अलग अलग नम्बर अवश्य डालिए।

यह कार्य जितना शीघ्रता से हो सके जाय।
किसी विशेषता के सम्बन्ध में बहुत अधिक सोच
विचार की आवश्यकता नहीं। एक बार नम्बर डालने के
परिचायक प्रयत्न कीजिए कि इस नम्बर को काट कर दोबारा
न बदलें।

Name - - - - - class - - - Age - - -

स्वाभिमानि

सावधान

समक

दयावान

० पृष्ठहार कुशल

सर्व प्रिय

प्रकाशक

आत्म विश्वासी

सुपट्टवादी

उत्साह

प्रश्न चित

श्रीमान

मिलना मार

जैय शील

नियम पालक

शान्तु स्वभाव

दानी

प्रतिज्ञा शील

स्थर स्वभाव

कामिल हृदय

“ निवेदन ”

Form No. 2

G. S. R.

यह एक वास्तविकता है कि मनुष्य कुछ विशेषताओं को अपने अन्दर पाया जाना पसन्द करता है यहाँ आपको कुछ विशेषताओं की सूची दी जा रही है इसको आप ध्यानपूर्वक पढ़ें और उसके परचाह बलें कि इसमें से कौनसी विशेषता आप अपने अन्दर पाया जाना सबसे अधिक पसन्द करते हैं कौन सी उससे कम और इसी प्रकार क्रमानुसार कौन सी सबसे कम जो विशेषता आप अपने अन्दर पाया जाना सबसे अधिक पसन्द करते हैं उसके आगे नं० १ (एक) डाल दीजिए, उसके बाद वह विशेषता जो आप पहली विशेषता से कम परन्तु बाकी सब विशेषताओं से अधिक अपने अन्दर पाया जाना पसन्द करते हैं उसके आगे नं० २ (दो) डाल दीजिए, उसके परचाह बाकी विशेषताओं में जो विशेषता आप अपने अन्दर पाया जाना सबसे अधिक पसन्द करते हैं उसके आगे नं० ३ (तीन) डाल दीजिए। इस प्रकार चार, पाँच, छः, सात नम्बर लगाते जाएँ। यहाँ तक कि आप सब विशेषताओं पर इस क्रम से नम्बर डाल लें जिस क्रम से आप उन्हें अपने अन्दर पाया जाना पसन्द करेंगे।

उदाहरण के लिए मान लीजिए कि अपने अन्दर आत्म विश्वास होने की विशेषता को पाया जाना सबसे अधिक पसन्द करते हैं तो उसके सामने आपको नम्बर एक लिखना है। उसके परचाह यदि आप शान्त स्वभाव होने की विशेषता को सबसे ज्यादा अपने अन्दर पाया जाना पसन्द करते हैं तो उसके आगे नम्बर २ डालें तो फिर बाकी बची हुई विशेषताओं में से जो विशेषता को आप अपने अन्दर पाया जाना सबसे अधिक पसन्द करते हैं उसके सामने आप नं० तीन डालें। यदि आप यह अनुभव करते हैं कि कुछ विशेषताएँ आपके अन्दर ही पायी हैं आपके लिए अन्दर नहीं पड़ती ! जबकी दूसरी विशेषताओं से तुलना करते हुए आप उसके सामने का निर्णय करके नं० अवश्य डालिए। यह कागज पुरतना शीघ्र ही इसके कारण १ एक बार नं० डालें

प्रतिज्ञा शील
स्थिर स्वभाव
कोमल हृदय

PARENTAL ACCEPTANCE TEST

Some statements are given below, which show the relationships between parents and their children. Your relationships with your parents must be of similar kind.

You are requested to read every sentence carefully. If you think that your parents always behave in the same manner, please put a tick mark (✓) against the sentence under ALWAYS; if you think that your parents seldom behave in this way, please put a tick mark (✓) under SELDOM, but if you think that your parents never treat you in that manner, put the tick mark (✓) under NEVER.

I would like to assure you that your answers will be kept secret and no one except me will come to know them. Your frank and clear answers will be of great help in my research work.

	ALWAYS	SELDOM	NEVER
1. My parents are friendly towards me.	()	()	()
2. My parents help in solving my problems.	()	()	()
3. My parents spend some times to play with me.	()	()	()
4. My parents go for a walk with me.	()	()	()
5. My parents help me in my school work	()	()	()
6. My parents allow me to speak freely with them.	()	()	()
7. Love of parents spoils children.	()	()	()

- | | | | | |
|-----|---|-----|-----|-----|
| 8. | My parents are careful about my feelings. | () | () | () |
| 9. | I feel quite free in my home. | () | () | () |
| 10. | My parents allow me to invite my friends at home. | () | () | () |
| 11. | I like to work according to the wishes of my parents. | () | () | () |
| 12. | My parents punish me in order to maintain discipline. | () | () | () |
| 13. | My parents provide things for recreation of my friends. | () | () | () |
| 14. | My parents participate in my interests. | () | () | () |
| 15. | My parents criticise my friends for my benefit. | () | () | () |
| 16. | My parents do not think much of my abilities. | () | () | () |
| 17. | My parents treat me as a responsible person. | () | () | () |
| 18. | My parents find lack of some good characteristics in me. | () | () | () |
| 19. | My parents give very little importance to my ideas. | () | () | () |
| 20. | My parents do not care whether I have friends or not. | () | () | () |
| 21. | I consider my parents to be my friends. | () | () | () |
| 22. | My parents are interested in all those things which concern me. | () | () | () |
| 23. | My parents think about my well being. | () | () | () |
| 24. | My parents express their love for me. | () | () | () |

- | | | | | |
|-----|--|-----|-----|-----|
| 25. | My parents feel happy to spend their time with me. | () | () | () |
| 26. | My parents are friendly and affectionate towards me. | () | () | () |
| 27. | My parents are interested in looking after me. | () | () | () |
| 28. | My parents are very considerate towards me. | () | () | () |
| 29. | My parents love me very much. | () | () | () |
-

☆ مہربانی کر کے نیچے دئے ہوئے خانے ضرور پُر دیجئے ☆

نام ----- عمر ----- کلاس ----- جنس ----- والد کا نام -----
 عمر ----- تعلیم ----- پیشہ ----- ماہوار آمدنی -----

ہدایات :-

نچے دئے جملے بچوں اور والدین کے باہمی تعلقات کے بارے میں ہیں۔
 آپ کے اور آپ کے ماں باپ کے تعلقات بھی کچھ اسی قسم کے ہونگے۔ آپ کے
 در خواست ہے کہ آپ ہر جملے کو غور سے پڑھیں اور آپ کے ماں
 باپ کا بڑا ڈاڑھے سائف ہمیشہ اس طرح کا ہوتا ہے تو ہمیشہ کے
 نیچے بریکٹس کے اندر صحیح کاپیہ نشان (ر) لگا دیجئے اور اگر کبھی
 وہ آپ کے سائف ایسا بڑا ڈاڑھے میں تو ”کبھی نہیں“ کے بریکٹس
 (ر) کا نشان لگا دیجئے اور اگر ان کا ایسا بڑا ڈاڑھے سائف کبھی نہیں
 ہوتا تو پھر ”کبھی نہیں“ کے بریکٹس میں (ر) کا نشان بنا دیجئے۔

آپ کے جوابات راز میں رکھے جائیں گے اور میرے سوا ان کا علم کسی
 کو بھی نہیں ہوگا۔ آپ کے صاف اور بلا جھجک جوابات میری ریٹنگ
 میں مددگار ثابت ہونگے۔

ہمیشہ۔ کبھی کبھی۔ کبھی نہ

- ① میرے ماں باپ میرے سائف دوستانہ تعلقات رکھتے ہیں۔ () () ()
- ② میرے ماں باپ میری شکلات اور متائل حل کرنے میں مدد کرتے ہیں۔ () () ()
- ③ میرے ماں باپ اپنا کچھ وقت میرے سائف کیلئے پس دیتے ہیں۔ () () ()
- ④ میرے ماں باپ میرے سائف لیر کو جاتے ہیں۔ () () ()
- ⑤ میرے ماں باپ مجھے اسکول کے کاموں میں مدد دیتے ہیں۔ () () ()
- ⑥ میرے ماں باپ اپنے سائف بات چیت کرنے میں مجھ کو
 آزاد دیتے ہیں۔ () () ()
- ⑦ ماں باپ کما پیار محبت بچوں کو لگاؤ دیتا ہے۔ () () ()
- ⑧ میرے ماں باپ میرے احسانات کا خیال رکھتے ہیں۔ () () ()
- ⑨ میں گھر میں آزادی محسوس کرتا ہوں۔ () () ()
- ⑩ میرے ماں باپ مجھے اپنے دوستوں کو گھر پر لا پہل اجازت
 دیتے ہیں۔ () () ()
- ⑪ میں اپنے ماں باپ کی خواہش کے مطابق کام کرنا پسند
 کرتا ہوں۔ () () ()
- ⑫ میرے ماں باپ گھر میں ڈسپن قائم رکھنے کے لئے سزا دیتے ہیں۔ () () ()
- ⑬ میرے ماں باپ دوستوں کیلئے گھر پر تفریح کا سامان
 () () ()

- () () () ۱۲) میرے ماں باپ میری دلچسپیوں میں حصہ لیتے ہیں۔
- () () () ۱۳) میرے ماں باپ میری ہر اہمیت سمجھتے ہیں۔
- () () () ۱۴) میرے ماں باپ مجھے ذمہ دار انسان سمجھتے ہیں۔
- () () () ۱۵) میرے ماں باپ میری قابلیت کو کم سمجھتے ہیں۔
- () () () ۱۶) میرے ماں باپ مجھ میں لچک اور چالاکوں کی سی محسوس کرتے ہیں۔
- () () () ۱۷) میرے ماں باپ میرے خیالوں کو کم اہمیت دیتے ہیں۔
- () () () ۱۸) میرے ماں باپ اس چیز میں کوئی دلچسپی نہیں لیتے کہ میرے دوست ہیں یا نہیں۔
- () () () ۱۹) میں اپنے ماں باپ کو اپنا دوست سمجھتا ہوں۔
- () () () ۲۰) میرے ماں باپ ہر اس چیز میں دلچسپی لیتے ہیں جس کا تعلق مجھ سے ہو۔
- () () () ۲۱) میرے ماں باپ شرف میں انجالی کیلئے سوچتے رہتے ہیں۔
- () () () ۲۲) میرے ماں باپ مجھ سے پیار کا اظہار کرتے ہیں۔
- () () () ۲۳) میرے ماں باپ میرے ساتھ اپنا وقت گزارنے میں خوش محسوس کرتے ہیں۔
- () () () ۲۴) میرے ماں باپ مجھ سے محبت اور دوستانہ تعلقات رکھتے ہیں۔
- () () () ۲۵) میرے ماں باپ میری دیکھ بھال میں دلچسپی لیتے ہیں۔
- () () () ۲۶) میرے ماں باپ مجھ سے محبت کرتے ہیں۔
- () () () ۲۷) میرے ماں باپ میرا بہت خیال کرتے ہیں۔

66 कृपया नीचे दिये हुए खानों को अवश्य

भर दीजिये

नाम-----कक्षा-----आयु-----लिंग-----
पिता का नाम-----आयु-----शिक्षा-----
पेशा-----मासिक आय-----

निम्नलिखित वाक्य बच्चों और अभिभावकों के आपसी ताल्लूकात के बारे में हैं। आप के माँ बाप के ताल्लूकात भी कुछ इसी प्रकार के होंगे। आपसे दूर रास्त है कि आप हर वाक्य को ध्यान पूर्वक पढ़ें और अगर आप के माँ बाप का बरतना आपके साथ हमेशा इसी तरह का होता है तो-हमेशा-के नीचे ब्रेकिट के अन्दर सही का चह निशान (✓) लगा दीजिये। और अगर कभी वह आप के साथ ऐसा बरताव करते हैं तो-कभी कभी-के ब्रेकिट में (✓) का निशान लगा दीजिये। और अगर उनका ऐसा बरताव आपके साथ कभी नहीं होता। तो कभी नहीं के ब्रेकिट में (✓) का निशान बना दीजिये।

हमेशा-कभी कभी-कभी नहीं

- 1- मेरे माँ बाप मेरे साथ दोस्ताना ताल्लूकात रखते हैं। () () ()
- 2- मेरे माँ बाप मेरी कठिनाइयों को हल करने में मदद करते हैं। () () ()
- 3- मेरे माँ बाप अपना कुछ समय मेरे साथ खेलने में देते हैं। () () ()
- 4- मेरे माँ बाप मेरे साथ मेरे को जाते हैं। () () ()
- 5- मेरे माँ बाप मुझे स्कूल का कामों में मदद देते हैं। () () ()
- 6- मेरे माँ बाप अपने साथ बातचीत करने में मुझे पूरी आजादी देते हैं। () () ()
- 7- माँ बाप को लगता है और मोहब्बत बच्चों को बिगाड़ देता है। () () ()

- ⑧ मेरे माँ बाप मेरे भावों का ख्याल रखते हैं। () () ()
- (9) मैं घर में आजादी महसूस करता हूँ। () () ()
- (10) मेरे माँ बाप मुझे अपने दोस्तों को घर पर लाने को आज्ञा देते हैं। () () ()
- (11) मैं अपने माँ बाप को इच्छा अनुसार काम करना प्रसन्न करता हूँ। () () ()
- (12) मेरे माँ बाप घर में डिस्पलिन कायम रखने के लिये यत्न करते हैं। () () ()
- (13) मेरे माँ बाप मेरे दोस्तों के लिये घर पर मनोरंजन का आमान प्रकट करते हैं। () () ()
- ⑭ मेरे माँ बाप मेरी शैक्षिकी में भाग लेते हैं। () () ()
- (15) मेरे माँ बाप मेरे निर्देशन के लिये मेरे दोस्तों में दावा निकालते हैं। () () ()
- (16) मेरे माँ बाप मुझे जिम्मेदार इन्सान समझते हैं। () () ()
- (17) मेरे माँ बाप मेरी योग्यताओं को कम समझते हैं। () () ()
- (18) मेरे माँ बाप मुझे मेरे बड़े विशेषताओं को कम महसूस करते हैं। () () ()
- (19) मेरे माँ बाप मेरे विचारों को कम महत्व देते हैं। () () ()
- (20) मेरे माँ बाप इस चीज में कोई रुचि नहीं लेते कि मेरे दोस्त हैं या नहीं। () () ()
- (21) मैं अपने माँ बाप को अपना दोस्त समझता हूँ। () () ()
- (22) मेरे माँ बाप हर उस चीज में रुचि लेते हैं जिसका सम्बन्ध मुझसे हो। () () ()
- (23) मेरे माँ बाप केवल मेरी इच्छा के लिये सोचते रहते हैं। () () ()
- (24) मेरे माँ बाप मुझसे प्यार का इजहार करते हैं। () () ()
- (25) मेरे माँ बाप मेरे साथ अपना समय व्यतीत करने (गुजारने) में मुझे सहसूस करते हैं। () () ()
- (26) मेरे माँ बाप मुझ से प्रेम और मित्रता का सम्बन्ध रखते हैं। () () ()
- (27) मेरे माँ बाप मेरी देखभाल में रुचि लेते हैं। () () ()
- (28) मेरे माँ बाप मुझसे प्रेम करते हैं। () () ()
- (29) मेरे माँ बाप मेरा ख्याल रखते हैं। () () ()

APPENDIX 'D'

3. Sociometric Test.

SOCIOMETRIC QUESTIONNAIRE

INSTRUCTIONS

Given below are four situations. For each situation you are requested to select four friends from your class in this section with whom you would like to be in that situation. Please write down their names in order of preference that is write first the name of the boy with whom you would very much like to be in that situation, next write your second choice and so on.

If you like you can repeat one name for more than one situation. Give your own choice please. Do not discuss them with your friends.

SITUATION I

I would like to act in the drama with

- | | |
|----|----|
| a) | c) |
| b) | d) |

SITUATION II

In the class I would like to sit near

- | | |
|----|----|
| a) | c) |
| b) | d) |

SITUATION III

I would like to study and prepare my examination with

- | | |
|----|----|
| a) | c) |
| b) | d) |

SITUATION IV

If I have a chance to work or games or club committees of any school or college, I would like to do so with

- | | |
|----|----|
| a) | c) |
| b) | d) |

"Sociometric Questionnaire"

صدایات:-
نیچے چار مواقع دئے گئے ہیں۔ ہر موقع کے لئے آپ کو ایسے چار دوستوں کے نام لکھنا ہوتے ہیں جن کے ساتھ آپ اس موقع پر کام کرنا پسند کریں گے دوستوں کے نام پسند کی ترتیب میں دیوں یعنی جن کے ساتھ اس موقع پر نہ ہوا آپ سب سے زیادہ پسند کریں گے اس کا نام نمبر ایک پر لکھیں۔ اپنی دوسری پسند اس کے بعد اور اس طرح تیسری اور چوتھی پسند لکھیں۔
اگر آپ چاہیں تو آپ ایک ہی ساتھی کو آپ سے زیادہ مواقع کے لئے منتخب کر سکتے ہیں۔
جو اب خود مختار کریں کسی دوسرے سے رائے نہ لیں۔

نمبر ایک:-
میں ڈرامے میں ان لوگوں کے ساتھ پارٹ کرنا پسند کروں گا/ کروں گی۔

(۱)

(۲)

(۳)

(۴)

نمبر دو:-
میں کلاس میں ان لوگوں کے ساتھ بیٹھنا پسند کروں گا/ کروں گی۔

(۱)

(۲)

(۳)

(۴)

نمبر تین:-
میں پڑھائی کرنا اور امتحان کی تیاری کرنا ان لوگوں کے ساتھ پسند کروں گا/ کروں گی۔

(۱)

(۲)

(۳)

(۴)

نمبر چار:-
اگر مجھ کو کسی اسکول یا کالج ہمیشہ کے ہمراہی کی حیثیت سے کام کرنا پڑے تو میں ان لوگوں کے ساتھ کام کرنا پسند کروں گا/ کروں گی۔

(۱)

(۲)

(۳)

"Sociometric Questionnaire."

निर्देश :-

नीचे-चार स्थितियाँ दी गई हैं। हर स्थिति के लिये आपको पुरे-चार दोस्तों के नाम लिखना हैं जिनके साथ आप उस स्थिति पर काम करना पसन्द करेंगे। दोस्तों के नाम का-चुनाव प्रमुखता के क्रम से करना है यानी जिसके साथ उस स्थिति पर रहना आयु सबसे ज्यादा पसन्द करेंगे उसका नाम नम्बर एक पर लिखें। अपनी दूसरी पसन्द उसके बाद और उसी तरह तीसरा और चौथा पसन्द लिखेंगे।

यदि आप-चाहे तो एक ही साथी को एक से अधिक स्थितियों के लिये चुन सकते हैं।

उत्तर स्वयंसे और दूसरा से न लें।

स्थिति न० १-

मैं द्रोणी में इन लोगों के साथ पार्ट करना पसन्द करूँगा / करूँगी

a)

b)

c)

d)

स्थिति न० २-

मैं कक्षा में इन लोगों के साथ बैठना पसन्द करूँगा / करूँगी

a)

b)

c)

d)

स्थिति न० ३-

मैं पढ़ना तथा पोरक्षा को तैयारी करना इन लोगों के साथ पसन्द करूँगा / करूँगी

a)

b)

c)

d)

स्थिति नं-४

यदि मुझका किसी स्कूल या कॉलेज के मालिक के स्टाफ को दृष्टिगत से काम करना पड़े तो मैं इन लोगों के शुल्क करूँगा / करूँगी।

a,

b,

c,

d,

~ ~ ~ ~